100 General Accommodations

Instructional Modification Menu

1. Provide study carrels.

2. Use room dividers.

3. Provide headsets to muffle noise.

4. Seat child away from doors/windows.

5. Seat near model (student or teacher).

6. Provide time-out area.

7. Rearrange student groups (according to instructional needs, role models, etc.).

8. Group for cooperative learning.

9. Vary working surface (e.g., floor or vertical surface such as blackboards).

10. Simplify/shorten directions.

11. Give both oral and written directions.

12. Have student repeat directions.

13. Have student repeat lesson objective.

14. Ask frequent questions.

15. Change question level.

16. Change response format (e.g., from verbal to physical; from saying to pointing).

17. Provide sequential directions (label as first, second, etc.).

18. Use manipulatives.

19. Alter objective criterion level.

20. Provide functional tasks (relate to child's environment).

21. Reduce number of items on a task.

22. Highlight relevant words/features.

23. Use rebus (picture) directions.

24. Provide guided practice.

25. Provide more practice trials.

26. Increase allocated time.

27. Use a strategy approach.

28. Change reinforcers.

29. Increase reinforcement frequency.

30. Delay reinforcement.

31. Provide error drill.

32. Use specific rather than general praise.

33. Have a peer tutor program.

34. Provide frequent review.

35. Have student summarize at end of lesson.

36. Use self-correcting materials.

37. Adapt test items for differing response modes.

38. Provide mnemonic devices.

39. Provide tangible reinforcers.

40. Use behavioral contracts.

41. Establish routines for handing work in, heading papers, etc.

42. Use timers to show allocated time.

43. Teach self-monitoring.

44. Provide visual cues (e.g., posters, desktop number lines, etc.).

45. Block out extraneous stimuli on written material.

46. Tape record directions.

47. Tape record student responses.

48. Use a study guide.

49. Provide critical vocabulary list for content material.

50. Provide essential fact list.

51. Use clock faces to show classroom routine times.

52. Use dotted lines to line up math problems or show margins.

53. Use cloze procedures to test comprehension.

54. Provide transition directions.

55. Assign only one task at a time.

56. Provide discussion questions before reading.

57. Use word markers to guide reading.

58. Alter sequence of presentation.

59. Enlarge or highlight key words on test items.

60. Provide daily and weekly assignment sheets.

61. Post daily/weekly schedule.

62. Use graph paper for place value or when adding/subtracting two digit numbers.

63. Establish rules and review frequently.

64. Teach key direction words.

65. Use distributed practice.

66. Provide pencil grips.

67. Tape paper to desk.

68. Shorten project assignment into daily tasks.

69. Segment directions.

70. Number (order) assignments to be completed.

71. Change far-point to near-point material for copying or review.

72. Put desk close to blackboard.

73. Incorporate currently popular themes/characters into assignments for motivation.

74. Repeat major points.

75. Use physical cues while speaking (e.g., 1, 2, 3, etc.).

76. Pause during speaking.

77. Use verbal cues (e.g., "Don't write this down", "This is important").

78. Change tone of voice, whisper, etc.

79. Use an honor system.

80. Collect notebooks weekly (periodically) to review student notes.

81. Recognize tests to go from easy to hard.

82. Color code place value tasks.

83. Use self-teaching materials.

84. Do only odd/or even numbered items on a large task sheet.

85. Use a primary typewriter or large print to create written material.

86. Provide organizers (e.g., cartons/bins) for desk material.

87. Teach varied reading rates (e.g., scanning, skimming, etc.)

88. Provide content/lecture summaries.

89. Call student's name before asking a question.

90. Use extra spaces between lines of print.

91. Use computer for writing tasks.

92. Color code materials/directions.

93. Use raised-line paper.

94. Provide calculators.

95. Circle math computation sign.

96. Use hand signals to cue behavior (e.g., attention, responding).

97. Establish a rationale for learning.

98. Use advance organizers.

99. Help students to develop their own learning strategies.

100. Use peer checkers to review completed work.

Adapted from Cohen and Lynch